

DOCUMENT RESUME

ED 220 462

SP 020 888

TITLE Competency Based Evaluation Guide for Teachers. Revised.

INSTITUTION Norfolk State Coll., Va.

SPONS AGENCY Office of Education (DHEW), Washington, D.C. Teacher Corps.

PUB DATE 78

NOTE 51p.; For related document, see SP 020 887.

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS *Classroom Techniques; Discipline; Elementary Education; Exceptional Persons; Minimum Competencies; Professional Development; Teacher Attitudes; *Teacher Behavior; *Teacher Characteristics; *Teacher Education; *Teacher Evaluation; *Teaching Skills

IDENTIFIERS Teacher Corps

ABSTRACT

This teacher evaluation instrument is designed to test the competencies of inservice and preservice teachers. Four categories of skills are evaluated: (1) instructional programs and processes; (2) classroom management and logistics; (3) professional development and interactions with others; and (4) exceptional students. Within each category, specific objectives with indicators of mastery are stated. Space is provided for evaluators to comment on or judge mastery, and to assign a performance rating on a five-point scale. An 11-step plan for modifying student behavior, drawing on the classroom management competencies, is appended. (FG)

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ED220462

COMPETENCY BASED EVALUATION GUIDE
FOR TEACHERS

Revised by

Norfolk Teacher Corps Staff, 12th Cycle

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Department of Elementary Education
Norfolk State College, Norfolk, Virginia

1978

SP 020 888

COMPETENCY BASED EVALUATION GUIDE FOR TEACHERS

Part:

Teacher _____ School _____

A. Competency/Objective Statement:

B. Indicators of Mastery (Teacher performances, situations, techniques, activities)

C. Evaluator's Basis for Judgement (Supporting evidence/data):

*D. Mastery Level Attained:

Low					High
1	2	3	4	5	
/	/	/	/	/	

Performance Rating Scale

E. Evaluator's Comments, Suggestions on Teacher Performance and/or for improvement (use reverse side of this page if more space is needed):

F. Evaluation Dates(s)

G. Evaluated by (check)

___ Teacher/Intern/Student Teacher	_____	_____
	Signature	Date
___ Team Leader	_____	_____
	Signature	Date
___ Principal	_____	_____
	Signature	Date
___ Cooperating Teacher	_____	_____
	Signature	Date
___ College Supervisor	_____	_____
	Signature	Date
___ Other (Specify)	_____	_____
	_____	_____

* -Minimum mastery level of three(3) on this rating scale on each competency is required.

-An aggregate to mastery level of four(4) or better is required on all competencies included in this Guide.

-Evaluator may sign name only when the minimum level of mastery stated above has been attained by the teacher.

COMPETENCY BASED EVALUATION GUIDE FOR TEACHERS

The Design of the Guide

Introduction:

This evaluation guide was first prepared in 1973 by the staff of 8th Cycle Norfolk Teacher Corps Project. Since then it has been revised during the 10th and 12th Cycle Projects based on the feedback received from the field; it still represents an evolving, developing instrument rather than a finished product. For the purpose of this guide, the term TEACHERS is used to refer to preservice (interns or student teachers) and inservice teachers.

The evaluation guide for teaching and related competencies includes those skills and behaviors, knowledges and understandings, attitudes and interests of teachers which are considered an essential part of teaching effectiveness. The areas of teaching and related competencies covered in this guide are those which relate to the following categories of general teaching skills:

- I. The Instructional Programs and Processes: This area includes planning and diagnosing, prescribing and implementing, as well as assessing and remedial learning activities and materials for use with children in the elementary school.
- II. Classroom Management and Logistics: This category involves demonstration by teacher trainees of effective skills and attitudes relative to the management of classroom discipline and control. This area will also include arrangement of physical facilities and provisions, performance of clerical routines and record keeping, as well as other related general class management responsibilities. This category involves demonstration by teacher trainees of effective skills and attitudes relative to the management of classroom discipline.
- III. Professionalism: This area encompasses competencies which include skills and attitudes for effective interaction with pupils, parents, co-workers, supervisors and others. Also, included are matters related to teachers' continuing professional growth, expanding areas of interests and commitment, as well as observance of professional ethics.
- IV. The Exceptional Child: In this part, teachers are expected to demonstrate competencies, including knowledges and skills, behaviors and attitudes which are necessary for meeting in the regular classroom settings the learning and behavioral needs of children with exceptionalities.

It is suggested that the guide be presented and discussed at the beginning of the instructional experience. The evaluation sessions should be scheduled periodically until desired level of mastery has been achieved on all competencies.

Format:

Each page of this guide lists one teaching or related competency. Following the statement of competency, certain elements of consideration are listed to serve as indicators for determining the level of mastery for that particular competency. Using these indicators as a checklist, teachers themselves can gauge their own performance and progress. The external evaluators have also been identified on each sheet; their judgment is considered essential in evaluating teachers' performance and mastery. At least two of these external evaluators must verify teacher's progress and mastery of the competency stated on each sheet.

Supportive Evidence:

Space is provided on each of the competency-statement sheets for evaluator(s) to list data in support of their judgment that the desired competency has or has not been mastered by checking the appropriate indicators, such as, anecdotal records, observation of performance, progress data and/or other sources of evidence which evaluator(s) may want to list in support of their evaluation and judgment.

Performance Criteria:

To determine whether a teacher has attained mastery of a competency, the following criteria must be met:

1. Teacher must receive a score of three(3) on the performance scale on each of the competencies listed in this guide.
2. Teacher must obtain an average score of four(4) or better on the performance scale on all competencies included in this guide.
3. At least two of the external evaluators from those listed in the boxed column on each sheet must verify the mastery of each competency by the teacher.

If the minimum score of three(3) is not achieved, evaluators may enter the date of evaluation, and may list under column E (and/or on back of page if more space is needed) suggestions, identifying procedures/conditions which the teacher may use as a guide for further practice and mastery.

The five-point performance scale (column D) represents a continuum of progress on each competency included in this guide. The attainment of mastery on all teaching and related competencies is to be determined mainly on the basis of consistently demonstrated skills, behaviors and/or attitudes by teachers. The evaluator(s)' professional judgement based on a long-term observation of teacher's performance should be brought to bear in determining the mastery of each of these competencies. The evaluators may evaluate teachers periodically, and enter the date(s) of such evaluations; but they should sign their names only when in their judgment, the teacher has met the above-mentioned performance-criteria of mastery for each competency.

COMPETENCY-BASED EVALUATION GUIDE FOR TEACHERS

Part I: The Instructional Program and Processes

1.01 Teacher _____ School _____

A. Competency/Objective Statement:

Has demonstrated consistently in his relationship with pupils that he makes adequate provisions for meeting individual difference.

B. Indicators of Mastery (Situations, techniques, activities):

Teacher has demonstrated mastery of this competency as follows:

Peer teaching _____	Programmed materials _____
Pupil contracts _____	(Commercial and teacher made)
Learning Centers _____	Activity corners _____
Packages, modules _____	Small groups _____
Independent Study _____	Instruction _____

C. Additional Supporting Evidence/Data or Evaluator's Basis for

Judgement:

- teachers by objectives
- keeps progress records of individual pupils
- utilizes individual, small group and whole class teaching strategies

Others (specify) _____

D. *Mastery level attained and demonstrated:

Low					High
1	2	3	4	5	
/	/	/	/	/	

Performance Rating Scale

E. Evaluator's Comments and Suggestions:

Evaluated by: (check)

- ☐ Team Leader
- ☐ LEA Coordinator
- ☐ College Supervisor
- ☐ Community Coordinator
- ☐ Cooperating Teacher
- ☐ Parent
- ☐ Principal
- ☐ Teacher trainee
- ☐ Other (Specify) _____

Date(s) of Evaluation _____

1. _____
Signature of Evaluator
2. _____
Signature of Evaluator
3. _____
Intern's Self-evaluation

*Minimum level of mastery on each competency is Level three(3) on rating scale.

**An aggregate of Level four(4) or better on all competencies in this guide is required.

***Evaluator should sign only when desired mastery level has been attained by intern.

COMPETENCY-BASED EVALUATION GUIDE FOR TEACHERS

Part I: The Instructional Program and Processes

1.02 Teacher _____ School _____

A. Competency/Objective Statement:

Has maintained records of special individual aptitudes, interests, and learning needs of a number of pupils.

B. Indicators of Mastery (Situations, techniques, activities):

Teacher has demonstrated mastery of this competency as follows:

- Maintains and utilizes: .Consults other specialists(list)
- .Anecdotal records .Diagnosed - pupils for individual strengths
- .Focused observation and weaknesses - aptitudes, interests and
- .Teacher-made tests problems
- .Commercial Tests(list) .other

C. Additional Supporting Evidence/Data or Evaluator's Basis for Judgement:

List on back page records of all indicators of mastery exhibited by teacher.

Others (specify)

D. *Mastery level attained and demonstrated:

Low					High
1	2	3	4	5	
/	/	/	/	/	

Performance Rating Scale

E. Evaluator's Comments and Suggestions:

Date(s) of Evaluation _____

Evaluated by: (check)

- ☐ Team Leader
- ☐ LEA Coordinator
- ☐ College Supervisor
- ☐ Community Coordinator
- ☐ Cooperating Teacher
- ☐ Parent
- ☐ Principal
- ☐ Teacher trainee
- ☐ Other (Specify) _____

1. _____
Signature of Evaluator

2. _____
Signature of Evaluator

3. _____
Intern's Self-evaluation

*Minimum level of mastery on each competency is Level three(3) on rating scale.

**An aggregate of Level four(4) or better on all competencies in this guide is required.

***Evaluator should sign only when desired mastery level has been attained by intern.

COMPETENCY-BASED EVALUATION GUIDE FOR TEACHERS

Part I: The Instructional Program and Processes

1.03 Teacher _____ School _____

A. Competency/Objective Statement:

Has demonstrated that he has investigated and analyzed the socio-economic background of a number of pupils

B. Indicators of Mastery (Situations, techniques, activities):

Teacher has demonstrated mastery of this competency as follows:

- Home visitations -Diagnosed approximately ____ students
- Cumulative records
- Consultation with other resource persons
- Adjunct school personnel
- Other(Specify)

C. Additional Supporting Evidence/Data or Evaluator's Basis for Judgement:

Others (specify)

D. *Mastery level attained and demonstrated:

Low					High
1	2	3	4	5	
/	/	/	/	/	/

Performance Rating Scale

E. Evaluator's Comments and Suggestions:

Date(s) of Evaluation _____

Evaluated by: (check)

- ☐ Team Leader
- ☐ LEA Coordinator
- ☐ College Supervisor
- ☐ Community Coordinator
- ☐ Cooperating Teacher
- ☐ Parent
- ☐ Principal
- ☐ Teacher trainee
- ☐ Other (Specify)

1. _____
Signature of Evaluator
2. _____
Signature of Evaluator
3. _____
Intern's Self-evaluation

*Minimum level of mastery on each competency is Level three(3) on rating scale.

**An aggregate of Level four(4) or better on all competencies in this guide is required.

***Evaluator should sign only when desired mastery level has been attained by intern.

COMPETENCY-BASED EVALUATION GUIDE FOR TEACHERS

Part I: The Instructional Program and Processes

1.04 Teacher _____ School _____

A. Competency/Objective Statement:

Teacher has demonstrated that he has identified achievement of a number of pupils in certain specific areas of the curriculum.

B. Indicators of Mastery (Situations, techniques, activities):

Teacher has demonstrated mastery of this competency as follows:

- | | |
|--------------------------------------|--------------------------------|
| -Used (list details on back of page) | -Number of pupils diagnosed |
| .Special standardized tests | -Various grade levels |
| .Informal tests, inventories | -Areas in which evaluative |
| .Focused observation | instruments developed and used |
| .Other | |

C. Additional Supporting Evidence/Data or Evaluator's Basis for Judgement:

Others (specify)

D. *Mastery level attained and demonstrated:

Low					High
1	2	3	4	5	
/	/	/	/	/	

Performance Rating Scale

E. Evaluator's Comments and Suggestions:

Date(s) of Evaluation _____

Evaluated by: (check)

- ☐ Team Leader
- ☐ LEA Coordinator
- ☐ College Supervisor
- ☐ Community Coordinator
- ☐ Cooperating Teacher
- ☐ Parent
- ☐ Principal
- ☐ Teacher trainee
- ☐ Other (Specify)

1. _____
Signature of Evaluator

2. _____
Signature of Evaluator

3. _____
Intern's Self-evaluation

*Minimum level of mastery on each competency is Level three(3) on rating scale.

**An aggregate of Level four(4) or better on all competencies in this guide is required.

***Evaluator should sign only when desired mastery level has been attained by intern.

COMPETENCY-BASED EVALUATION GUIDE FOR TEACHERS

Part I: The Instructional Program and Processes

1.05 Teacher _____ School _____

A. Competency/Objective Statement:

Has demonstrated that he has identified the learning styles, rates and/or learning disabilities of several pupils.

B. Indicators of Mastery (Situations, techniques, activities):

Teacher has demonstrated mastery of this competency as follows:

- Anecdotal records
- Cumulative records(specify)
- Teacher made test instruments
- Commercial tests, inventories
- Consultation with other specialists-Other
- Student names and learning styles
- Student names and their learning disabilities
- The teacher has diagnosed ____ pupils

C. Additional Supporting Evidence/Data or Evaluator's Basis for Judgement:

Others (specify)

D. *Mastery level attained and demonstrated:

Low					High
1	2	3	4	5	
/	/	/	/	/	

Performance Rating Scale

E. Evaluator's Comments and Suggestions:

Date(s) of Evaluation _____

Evaluated by: (check)

- ☐ Team Leader
- ☐ LEA Coordinator
- ☐ College Supervisor
- ☐ Community Coordinator
- ☐ Cooperating Teacher
- ☐ Parent
- ☐ Principal
- ☐ Teacher trainee
- ☐ Other (Specify)

1. _____
Signature of Evaluator

2. _____
Signature of Evaluator

3. _____
Intern's Self-evaluation

*Minimum level of mastery on each competency is Level three(3) on rating scale.

**An aggregate of Level four(4) or better on all competencies in this guide is required.

***Evaluator should sign only when desired mastery level has been attained by intern.

COMPETENCY-BASED EVALUATION GUIDE FOR TEACHERS

Part I: The Instructional Program and Processes

1.06 Teacher _____ School _____

A. Competency/Objective Statement:

Has demonstrated that he has identified the achievement potential of a number of pupils in several curricular areas.

B. Indicators of Mastery (Situations, techniques, activities):

Teacher has demonstrated mastery of this competency as follows:

- Has used standardized achievement tests
- Has used learning potential and capacity tests or has interpreted results of such tests
- Self made diagnostic instruments
- Number of pupils diagnosed

C. Additional Supporting Evidence/Data or Evaluator's Basis for Judgement:

1. Scores and results of tests instruments on each pupil diagnosed
2. Interpretative data

Others (specify) _____

D. *Mastery level attained and demonstrated:

Low					High
1	2	3	4	5	
/	/	/	/	/	/

Performance Rating Scale

E. Evaluator's Comments and Suggestions:

Date(s) of Evaluation _____

Evaluated by: (check)

- ☐ Team Leader
- ☐ LEA Coordinator
- ☐ College Supervisor
- ☐ Community Coordinator
- ☐ Cooperating Teacher
- ☐ Parent
- ☐ Principal
- ☐ Teacher trainee
- ☐ Other (Specify) _____

1. _____
Signature of Evaluator

2. _____
Signature of Evaluator

3. _____
Intern's Self-evaluation

*Minimum level of mastery on each competency is Level three(3) on rating scale.

**An aggregate of Level four(4) or better on all competencies in this guide is required.

***Evaluator should sign only when desired mastery level has been attained by intern.

COMPETENCY-BASED EVALUATION GUIDE FOR TEACHERS

Part I: The Instructional Program and Processes

1.07 Teacher _____ School _____

A. Competency/Objective Statement:

Has demonstrated that he has identified the "self-concept" and peer acceptance of a number of pupils for the purpose of helping them to make better adjustments.

B. Indicators of Mastery (Situations, techniques, activities):

Teacher has demonstrated mastery of this competency as follows:

- Focused observation
- Socio-gram techniques
- Commercial measuring devices
- Consultation with parents, other specialists
- Anecdotal records; other
- Number of pupils diagnosed

C. Additional Supporting Evidence/Data or Evaluator's Basis for Judgement:

Others (specify)

D. *Mastery level attained and demonstrated:

Low					High
1	2	3	4	5	
/	/	/	/	/	/

Performance Rating Scale

E. Evaluator's Comments and Suggestions:

Date(s) of Evaluation _____

Evaluated by: (check)

- ☐ Team Leader
- ☐ LEA Coordinator
- ☐ College Supervisor
- ☐ Community Coordinator
- ☐ Cooperating Teacher
- ☐ Parent
- ☐ Principal
- ☐ Teacher trainee
- ☐ Other (Specify) _____

1. _____
Signature of Evaluator

2. _____
Signature of Evaluator

3. _____
Intern's Self-evaluation

*Minimum level of mastery on each competency is Level three(3) on rating scale.

**An aggregate of Level four(4) or better on all competencies in this guide is required.

***Evaluator should sign only when desired mastery level has been attained by intern.

COMPETENCY-BASED EVALUATION GUIDE FOR TEACHERS

Part I: The Instructional Program and Processes

1.08 Teacher _____ School _____

A. Competency/Objective Statement:

Has demonstrated creativity and resourcefulness in planning and teaching strategies.

B. Indicators of Mastery (Situations, techniques, activities):

Teacher has demonstrated mastery of this competency as follows:

- Consistently uses: _____ .Others _____
- .Audio-visual aids (specify samples)
- .Resource persons
- .Variations in soft and hardware
- .Diversity in settings and space arrangements

C. Additional Supporting Evidence/Data or Evaluator's Basis for Judgement:

Others (specify)

D. *Mastery level attained and demonstrated:

Low					High
1	2	3	4	5	
/	/	/	/	/	

Performance Rating Scale

E. Evaluator's Comments and Suggestions:

Evaluated by: (check)

- ____ Team Leader
- ____ LEA Coordinator
- ____ College Supervisor
- ____ Community Coordinator
- ____ Cooperating Teacher
- ____ Parent
- ____ Principal
- ____ Teacher trainee
- ____ Other (Specify)

1. _____
Signature of Evaluator

2. _____
Signature of Evaluator

3. _____
Intern's Self-evaluation

Date(s) of Evaluation _____

*Minimum level of mastery on each competency is Level three(3) on rating scale.

**An aggregate of Level four(4) or better on all competencies in this guide is required.

***Evaluator should sign only when desired mastery level has been attained by intern.

COMPETENCY-BASED EVALUATION GUIDE FOR TEACHERS

Part I: The Instructional Program and Processes

1.09 Teacher _____ School _____

A. Competency/Objective Statement:

Has demonstrated that he possesses competence in being able to provide a variety in teaching-learning activities and strategies for pupils.

B. Indicators of Mastery (Situations, techniques, activities):

Teacher has demonstrated mastery of this competency as follows:

- Lecturing and information giving
- Discussions in small groups
- Reporting and researching
- Individual study project
- Listening
- Questing to diagnose, motor rate, and clarify
- Roleplaying
- Use of media
- Varying classroom settings

C. Additional Supporting Evidence/Data or Evaluator's Basis for Judgement:

Others (specify) _____

D. *Mastery level attained and demonstrated:

Low					High
1	2	3	4	5	
/	/	/	/	/	/

Performance Rating Scale

E. Evaluator's Comments and Suggestions:

Date(s) of Evaluation _____

Evaluated by: (check)

- ☐ Team Leader
- ☐ LEA Coordinator
- ☐ College Supervisor
- ☐ Community Coordinator
- ☐ Cooperating Teacher
- ☐ Parent
- ☐ Principal
- ☐ Teacher trainee
- ☐ Other (Specify) _____

1. _____
Signature of Evaluator

2. _____
Signature of Evaluator

3. _____
Intern's Self-evaluation

*Minimum level of mastery on each competency is Level three(3) on rating scale.

**An aggregate of Level four(4) or better on all competencies in this guide is required.

***Evaluator should sign only when desired mastery level has been attained by intern.

COMPETENCY-BASED EVALUATION GUIDE FOR TEACHERS

Part I: The Instructional Program and Processes

1.10 Teacher _____ School _____

A. Competency/Objective Statement:

Has demonstrated that he has developed learning "modules", "units" and/or other acceptable packages and kits of materials which include statements of objective(s), activities, materials, and evaluation techniques in various curriculum areas.

B. Indicators of Mastery (Situations, techniques, activities):

Teacher has demonstrated mastery of this competency as follows:

-Areas of instruction:

Reading ____; Math ____; Social studies ____; Language ____;
other areas

-Number of packages/modules in each area

C. Additional Supporting Evidence/Data or Evaluator's Basis for Judgement:

1. Lists of materials acquired
2. Lists of materials prepared and used
3. Future plans

Others (specify)

D. *Mastery level attained and demonstrated:

Low High
1 2 3 4 5

/ / / / /
Performance Rating Scale

E. Evaluator's Comments and Suggestions:

Date(s) of Evaluation _____

Evaluated by: (check)

- ☐ Team Leader
- ☐ LEA Coordinator
- ☐ College Supervisor
- ☐ Community Coordinator
- ☐ Cooperating Teacher
- ☐ Parent
- ☐ Principal
- ☐ Teacher trainee
- ☐ Other (Specify)

1. _____
Signature of Evaluator

2. _____
Signature of Evaluator

3. _____
Intern's Self-evaluation

*Minimum level of mastery on each competency is Level three(3) on rating scale.

**An aggregate of Level four(4) or better on all competencies in this guide is required.

***Evaluator should sign only when desired mastery level has been attained by intern.

COMPETENCY-BASED EVALUATION GUIDE FOR TEACHERS

Part I: The Instructional Program and Processes

1.11 Teacher _____ School _____

A. Competency/Objective Statement:

Has demonstrated that he has developed and/or located, and catalogued appropriate instructional materials and aids to suit specific teaching-learning needs for his pupils.

B. Indicators of Mastery (Situations, techniques, activities):

Teacher has demonstrated mastery of this competency as follows:

Areas of instruction: Language (specified number) _____;
Reading _____; Math _____; Social studies _____; Others _____

C. Additional Supporting Evidence/Data or Evaluator's Basis for Judgement:

- Lists of materials acquired and/or prepared
- Samples of handouts, and other media aids

Others (specify) _____

D. *Mastery level attained and demonstrated:

Low				High
1	2	3	4	5
/	/	/	/	/

Performance Rating Scale

E. Evaluator's Comments and Suggestions:

Date(s) of Evaluation _____

Evaluated by: (check)

- ☐ Team Leader
- ☐ LEA Coordinator
- ☐ College Supervisor
- ☐ Community Coordinator
- ☐ Cooperating Teacher
- ☐ Parent
- ☐ Principal
- ☐ Teacher trainee
- ☐ Other (Specify) _____

1. _____
Signature of Evaluator

2. _____
Signature of Evaluator

3. _____
Intern's Self-evaluation

*Minimum level of mastery on each competency is Level three(3) on rating scale.

**An aggregate of Level four(4) or better on all competencies in this guide is required.

***Evaluator should sign only when desired mastery level has been attained by intern.

COMPETENCY-BASED EVALUATION GUIDE FOR TEACHERS

Part I: The Instructional Program and Processes

1.12 Teacher _____ School _____

A. Competency/Objective Statement:

Has demonstrated that he has designed and/or made provisions for utilizing appropriate learning stations and other individualized learning arrangements in the classroom.

B. Indicators of Mastery (Situations, techniques, activities):

Teacher has demonstrated mastery of this competency as follows:

Has established and utilized: .Number of areas of curriculum
 .Library and book corners individualized
 .Study nooks and carrels .Number of pupils served by these
 .Learning centers arrangements
 .Special interest stations .Others

C. Additional Supporting Evidence/Data or Evaluator's Basis for Judgement:

Others (specify)

D. *Mastery level attained and demonstrated:

Low High
 1 2 3 4 5

/ / / / /

Performance Rating Scale

E. Evaluator's Comments and Suggestions:

Date(s) of Evaluation _____

Evaluated by: (check)

- ☐ Team Leader
- ☐ LEA Coordinator
- ☐ College Supervisor
- ☐ Community Coordinator
- ☐ Cooperating Teacher
- ☐ Parent
- ☐ Principal
- ☐ Teacher trainee
- ☐ Other (Specify)

1. _____
 Signature of Evaluator

2. _____
 Signature of Evaluator

3. _____
 Intern's Self-evaluation

*Minimum level of mastery on each competency is Level three(3) on rating scale.

**An aggregate of Level four(4) or better on all competencies in this guide is required.

***Evaluator should sign only when desired mastery level has been attained by intern.

COMPETENCY-BASED EVALUATION GUIDE FOR TEACHERS

Part I: The Instructional Program and Processes

1.13 Teacher _____ School _____

A. Competency/Objective Statement:

Has demonstrated that he is able to give directions in a clear, precise manner evoking the desired results with maximin degree of effectiveness.

B. Indicators of Mastery (Situations, techniques, activities):

Teacher has demonstrated mastery of this competency as follows:

- | | |
|--------------------------------------|------------------------------------|
| -Clear, effective communication with | -Pays special attention to what, |
| .Individual pupils | why, where, when and how in giving |
| .Small groups | directions with little or no need |
| .Total class or large audience | for repeating them |

C. Additional Supporting Evidence/Data or Evaluator's Basis for Judgement:

Others (specify)

D. *Mastery level attained and demonstrated:

Low					High
1	2	3	4	5	
/	/	/	/	/	/

Performance Rating Scale

E. Evaluator's Comments and Suggestions:

Date(s) of Evaluation _____

Evaluated by: (check)

- ☐ Team Leader
- ☐ LEA Coordinator
- ☐ College Supervisor
- ☐ Community Coordinator
- ☐ Cooperating Teacher
- ☐ Parent
- ☐ Principal
- ☐ Teacher trainee
- ☐ Other (Specify)

1. _____
Signature of Evaluator

2. _____
Signature of Evaluator

3. _____
Intern's Self-evaluation

*Minimum level of mastery on each competency is Level three(3) on rating scale.

**An aggregate of Level four(4) or better on all competencies in this guide is required.

***Evaluator should sign only when desired mastery level has been attained by intern.

COMPETENCY-BASED EVALUATION GUIDE FOR TEACHERS

Part I: The Instructional Program and Processes

1.14 Teacher _____ School _____

A. Competency/Objective Statement:

Has demonstrated the ability to use various modes of questioning to elicit pupil responses which are consistent with the specified teaching learning objectives.

B. Indicators of Mastery (Situations, techniques, activities):

Teacher has demonstrated mastery of this competency as follows:

- Direct questions
- Indirect questions
- Inferential Questions
- Leading Questions
- Motivating Questions
- Evaluative Questions
- Deductive Questions
- Others (specify)

C. Additional Supporting Evidence/Data or Evaluator's Basis for Judgement:

Others (specify) _____

D. *Mastery level attained and demonstrated:

Low					High
1	2	3	4	5	
/	/	/	/	/	/

Performance Rating Scale

E. Evaluator's Comments and Suggestions:

Date(s) of Evaluation _____

Evaluated by: (check)

- ☐ Team Leader
- ☐ LEA Coordinator
- ☐ College Supervisor
- ☐ Community Coordinator
- ☐ Cooperating Teacher
- ☐ Parent
- ☐ Principal
- ☐ Teacher trainee
- ☐ Other (Specify) _____

1. _____
Signature of Evaluator

2. _____
Signature of Evaluator

3. _____
Intern's Self-evaluation

*Minimum level of mastery on each competency is Level three(3) on rating scale.

**An aggregate of Level four(4) or better on all competencies in this guide is required.

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COMPETENCY-BASED EVALUATION GUIDE FOR TEACHERS

Part I: The Instructional Program and Processes

1.15 Teacher _____ School _____

A. Competency/Objective Statement:

Has demonstrated that he has formulated definite plans for the utilization of adjunct school personnel, for improving and enriching the learning experiences of pupils.

B. Indicators of Mastery (Situations, techniques, activities):

Teacher has demonstrated mastery of this competency as follows:

-Has made frequent use, when appropriate of the following:

- .Fellow teachers and interns -Number of person's used for varying roles
- .Paid and volunteer teaching aides-Names of areas in which used
- .Special consultants .Number of activities involving .Pupils
- .Community persons cooperative efforts .Others

C. Additional Supporting Evidence/Data or Evaluator's Basis for Judgement:

Specific and detailed data on all of the items listed in B above.

Others (specify)

D. *Mastery level attained and demonstrated:

Low High
1 2 3 4 5

/ / / / /

Performance Rating Scale

E. Evaluator's Comments and Suggestions:

Date(s) of Evaluation _____

Evaluated by: (check)

- ☐ Team Leader
- ☐ LEA Coordinator
- ☐ College Supervisor
- ☐ Community Coordinator
- ☐ Cooperating Teacher
- ☐ Parent
- ☐ Principal
- ☐ Teacher trainee
- ☐ Other (Specify)

1. _____
Signature of Evaluator

2. _____
Signature of Evaluator

3. _____
Intern's Self-evaluation

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**An aggregate of Level four(4) or better on all competencies in this guide is required.

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COMPETENCY-BASED EVALUATION GUIDE FOR TEACHERS

Part II: Classroom Management and Logistics

2.01 Teacher _____ School _____

A. Competency/Objective Statement:

Teacher intern has demonstrated that he is receptive and responsive to pupil initiated dialogue where appropriate.

B. Indicators of Mastery (Situations, techniques, activities):

Teacher has demonstrated mastery of this competency as follows:

- Works well with small groups of pupils
- Works well with whole class of pupils
- Works well with individual pupils
- Exhibits interest and interest in doing tasks related to this competency
- Other(specify)

C. Additional Supporting Evidence/Data or Evaluator's Basis for Judgement:

Others (specify)

D. *Mastery level attained and demonstrated:

Low					High
1	2	3	4	5	
/	/	/	/	/	

Performance Rating Scale

E. Evaluator's Comments and Suggestions:

Date(s) of Evaluation _____

Evaluated by: (check)

- ☐ Team Leader
- ☐ LEA Coordinator
- ☐ College Supervisor
- ☐ Community Coordinator
- ☐ Cooperating Teacher
- ☐ Parent
- ☐ Principal
- ☐ Teacher trainee
- ☐ Other (Specify)

1. _____
Signature of Evaluator
2. _____
Signature of Evaluator
3. _____
Intern's Self-evaluation

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COMPETENCY-BASED EVALUATION GUIDE FOR TEACHERS

Part II: Classroom Management and Logistics

2.02 Teacher _____ School _____

A. Competency/Objective Statement:

Teacher intern uses appropriate, pleasant tone of voice, and correct and clear speech habits, and demonstrates correct grammatical usage.

B. Indicators of Mastery (Situations, techniques, activities):

Teacher has demonstrated mastery of this competency as follows:

- Well-modulated voice -Avoids speech mannerism which distracts
- Speaks audibly to suit the audience size -Other
- Uses correction pronunciation
- Enunciates consonants and vowels clearly
- Uses variety in vocabulary - avoids using run-down expressions

C. Additional Supporting Evidence/Data or Evaluator's Basis for Judgement:

Others (specify)

D. *Mastery level attained and demonstrated:

Low					High
1	2	3	4	5	
/	/	/	/	/	

Performance Rating Scale

E. Evaluator's Comments and Suggestions:

Date(s) of Evaluation _____

Evaluated by: (check)

- ☐ Team Leader
- ☐ LEA Coordinator
- ☐ College Supervisor
- ☐ Community Coordinator
- ☐ Cooperating Teacher
- ☐ Parent
- ☐ Principal
- ☐ Teacher trainee
- ☐ Other (Specify) _____

1. _____
Signature of Evaluator

2. _____
Signature of Evaluator

3. _____
Intern's Self-evaluation

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COMPETENCY-BASED EVALUATION GUIDE FOR TEACHERS

Part II: Classroom Management and Logistics

2.03 Teacher _____ School _____

A. Competency/Objective Statement:

Teacher intern has demonstrated that he is able to implement seating arrangements and appropriate learning centers to insure maximum learning in the classroom.

B. Indicators of Mastery (Situations, techniques, activities):

Teacher has demonstrated mastery of this competency as follows:

- Seating arrangements(whole class) -Other(specify)
- Seating arrangement(small groups)
- Seating arrangement(individual study)
- Library carrels
- Study corners, work stations, learning centers

C. Additional Supporting Evidence/Data or Evaluator's Basis for Judgement:

Others (specify)

D. *Mastery level attained and demonstrated:

Low					High
1	2	3	4	5	
/	/	/	/	/	/

Performance Rating Scale

E. Evaluator's Comments and Suggestions:

Date(s) of Evaluation _____

Evaluated by: (check)

- ☐ Team Leader
- ☐ LEA Coordinator
- ☐ College Supervisor
- ☐ Community Coordinator
- ☐ Cooperating Teacher
- ☐ Parent
- ☐ Principal
- ☐ Teacher trainee
- ☐ Other (Specify)

1. _____
Signature of Evaluator

2. _____
Signature of Evaluator

3. _____
Intern's Self-evaluation

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COMPETENCY-BASED EVALUATION GUIDE FOR TEACHERS

Part II: Classroom Management and Logistics

2.04 Teacher _____ School _____

A. Competency/Objective Statement:

Teacher intern has demonstrated that he is aware of and takes appropriate actions to insure the proper physical setting of the classroom.

B. Indicators of Mastery (Situations, techniques, activities):

Teacher has demonstrated mastery of this competency as follows:

- Proper lighting
- Proper ventilation
- Effective Bulletin Boards
- Meaningful decorative and instructional materials
- Others(specify)

C. Additional Supporting Evidence/Data or Evaluator's Basis for Judgment:

Others (specify)

D. *Mastery level attained and demonstrated:

Low					High
1	2	3	4	5	
/	/	/	/	/	

Performance Rating Scale

E. Evaluator's Comments and Suggestions:

Date(s) of Evaluation _____

Evaluated by: (check)

- ☐ Team Leader
- ☐ LEA Coordinator
- ☐ College Supervisor
- ☐ Community Coordinator
- ☐ Cooperating Teacher
- ☐ Parent
- ☐ Principal
- ☐ Teacher trainee
- ☐ Other (Specify) _____

1. _____
Signature of Evaluator

2. _____
Signature of Evaluator

3. _____
Intern's Self-evaluation

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COMPETENCY-BASED EVALUATION GUIDE FOR TEACHERS

Part II: Classroom Management and Logistics

2.05 Teacher _____ School _____

A. Competency/Objective Statement:

Teacher intern is able to perform management and clerical tasks associated with instruction.

B. Indicators of Mastery (Situations, techniques, activities):

Teacher has demonstrated mastery of this competency as follows:

- Maintains records of growth and development of learners
- Prepares reports summarizing requested statistical and other data
- Orders supplies, materials and equipment on time
- Performs clerical duties
- Collects and transmits funds received
- Others _____

C. Additional Supporting Evidence/Data or Evaluator's Basis for Judgement:

Others (specify)

D. *Mastery level attained and demonstrated:

Low					High
1	2	3	4	5	
/	/	/	/	/	

Performance Rating Scale

E. Evaluator's Comments and Suggestions:

Date(s) of Evaluation _____

Evaluated by: (check)

- ☐ Team Leader
- ☐ LEA Coordinator
- ☐ College Supervisor
- ☐ Community Coordinator
- ☐ Cooperating Teacher
- ☐ Parent
- ☐ Principal
- ☐ Teacher trainee
- ☐ Other (Specify) _____

1. _____
Signature of Evaluator

2. _____
Signature of Evaluator

3. _____
Intern's Self-evaluation

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COMPETENCY-BASED EVALUATION GUIDE FOR TEACHERS

Part II: Classroom Management and Logistics

2.06 Teacher _____ School _____

A. Competency/Objective Statement:

Teacher intern has demonstrated the use of reinforcement, modeling, and shaping in a positive way with pupils and does not resort to impossible threats and mass punishments.

B. Indicators of Mastery (Situations, techniques, activities):

Teacher has demonstrated mastery of this competency as follows:

- Deals effectively with all situations involving individuals and groups
- Deals effectively with class situation
- Deals effectively with play ground matters
- Others(specify)

C. Additional Supporting Evidence/Data or Evaluator's Basis for Judgement:

Others (specify)

D. *Mastery level attained and demonstrated:

Low					High
1	2	3	4	5	
/	/	/	/	/	/

Performance Rating Scale

E. Evaluator's Comments and Suggestions:

Date(s) of Evaluation _____

Evaluated by: (check)

- ☐ Team Leader
- ☐ LEA Coordinator
- ☐ College Supervisor
- ☐ Community Coordinator
- ☐ Cooperating Teacher
- ☐ Parent
- ☐ Principal
- ☐ Teacher trainee
- ☐ Other (Specify)

1. _____
Signature of Evaluator

2. _____
Signature of Evaluator

3. _____
Intern's Self-evaluation

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COMPETENCY-BASED EVALUATION GUIDE FOR TEACHERS

Part III: Classroom Management and Logistics

2.07 Teacher _____ School _____

A. Competency/Objective Statement:

Teacher intern has demonstrated that he can control pupils in a positive way, and that he exhibits control of his own emotions during situations in which he is involved.

B. Indicators of Mastery (Situations, techniques, activities):

Teacher has demonstrated mastery of this competency as follows:

- Handles misbehaviors in the classroom
- Tackles conflicts, problems occurring in community and other situations
- Resolves problems involving co-workers
- Clarifies situations involving parents and pupils
- Handles conflicts involving supervisory staff

C. Additional Supporting Evidence/Data or Evaluator's Basis for Judgement:

Others (specify)

D. *Mastery level attained and demonstrated:

Low					High
1	2	3	4	5	
/	/	/	/	/	/

Performance Rating Scale

E. Evaluator's Comments and Suggestions:

Date(s) of Evaluation _____

Evaluated by: (check)

- ☐ Team Leader
- ☐ LEA Coordinator
- ☐ College Supervisor
- ☐ Community Coordinator
- ☐ Cooperating Teacher
- ☐ Parent
- ☐ Principal
- ☐ Teacher trainee
- ☐ Other (Specify) _____

1. _____
Signature of Evaluator

2. _____
Signature of Evaluator

3. _____
Intern's Self-evaluation

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COMPETENCY-BASED EVALUATION GUIDE FOR TEACHERS

Part III: Professionalism

3.01 Teacher _____ School _____

A. Competency/Objective Statement:

Teacher-intern has demonstrated that he is knowledgeable about roles and activities of all members of the school teaching and supportive staff; and has participated in activities involving cooperative efforts and dealing with school life outside his regular classroom responsibilities.

B. Indicators of Mastery (Situations, techniques, activities):

Teacher has demonstrated mastery of this competency as follows:

Consulted and/or worked with:

- Principal
- Guidance Counselor
- Nurse
- Curriculum area specialists
- Other(specify)

C. Additional Supporting Evidence/Data or Evaluator's Basis for Judgement:

Others (specify)

D. *Mastery level attained and demonstrated:

Low					High
1	2	3	4	5	
/	/	/	/	/	

Performance Rating Scale

E. Evaluator's Comments and Suggestions:

Evaluated by: (check)

- ☐ Team Leader
- ☐ LEA Coordinator
- ☐ College Supervisor
- ☐ Community Coordinator
- ☐ Cooperating Teacher
- ☐ Parent
- ☐ Principal
- ☐ Teacher trainee
- ☐ Other (Specify)

1. _____
Signature of Evaluator
2. _____
Signature of Evaluator
3. _____
Intern's Self-evaluation

Date(s) of Evaluation _____

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COMPETENCY-BASED EVALUATION GUIDE FOR TEACHERS

Part III: Professionalism

3.02 Teacher _____ School _____

A. Competency/Objective Statement:

The teacher-intern has demonstrated that he observes punctuality in matters relating to school and classroom.

B. Indicators of Mastery (Situations, techniques, activities):

Teacher has demonstrated mastery of this competency as follows:

- Arrives on time
- Is dependable and prompt
- Informs all others concerned if unavoidable delays and absences occur
- Performs his share of cooperative projects promptly and well

C. Additional Supporting Evidence/Data or Evaluator's Basis for Judgement:

- Telephone calls, -Record of work, -Records of meeting program attendance
- Time book,

Others (specify)

D. *Mastery level attained and demonstrated:

Low					High
1	2	3	4	5	
/	/	/	/	/	

Performance Rating Scale

E. Evaluator's Comments and Suggestions:

Evaluated by: (check)

- ☐ Team Leader
- ☐ LEA Coordinator
- ☐ College Supervisor
- ☐ Community Coordinator
- ☐ Cooperating Teacher
- ☐ Parent
- ☐ Principal
- ☐ Teacher trainee
- ☐ Other (Specify)

1. _____
Signature of Evaluator

2. _____
Signature of Evaluator

3. _____
Intern's Self-evaluation

Date(s) of Evaluation _____

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COMPETENCY-BASED EVALUATION GUIDE FOR TEACHERS

Part III: Professionalism

3.03 Teacher _____ School _____

A. Competency/Objective Statement:

Teacher trainee consistently presents himself as a mature confident, and secure person.

B. Indicators of Mastery (Situations, techniques, activities):

Teacher has demonstrated mastery of this competency as follows:

- Is well organized and self-assured
- Is consistent
- Exhibits sound judgement
- Assumes and discharges responsibilities
- Accepts consequences of his own actions
- Others(specify)

C. Additional Supporting Evidence/Data or Evaluator's Basis for Judgement:

- Has well prepared and organized classroom

Others (specify)

D. *Mastery level attained and demonstrated:

Low					High
1	2	3	4	5	
/	/	/	/	/	

Performance Rating Scale

E. Evaluator's Comments and Suggestions:

Evaluated by: (check)

- ☐ Team Leader
- ☐ LEA Coordinator
- ☐ College Supervisor
- ☐ Community Coordinator
- ☐ Cooperating Teacher
- ☐ Parent
- ☐ Principal
- ☐ Teacher trainee
- ☐ Other (Specify)

1. _____
Signature of Evaluator

2. _____
Signature of Evaluator

3. _____
Intern's Self-evaluation

Date(s) of Evaluation _____

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COMPETENCY-BASED EVALUATION GUIDE FOR TEACHERS

Part III: Professionalism

3.04 Teacher _____ School _____

A. Competency/Objective Statement:

Teacher intern has demonstrated that he consistently displays enthusiasm, warmth and sincerity, during interaction with pupils, co-workers, parents and supervisory staff.

B. Indicators of Mastery (Situations, techniques, activities):

Teacher has demonstrated mastery of this competency as follows:

- Has successfully worked with
 - .Individuals .Supervisors
 - .Small groups .Colleagues
 - .Whole classes .Others
 - .Parents

C. Additional Supporting Evidence/Data or Evaluator's Basis for Judgement:

Others (specify)

D. *Mastery level attained and demonstrated:

Low					High
1	2	3	4	5	
/	/	/	/	/	

Performance Rating Scale

E. Evaluator's Comments and Suggestions:

Date(s) of Evaluation _____

Evaluated by: (check)

- ☐ Team Leader
- ☐ IEA Coordinator
- ☐ College Supervisor
- ☐ Community Coordinator
- ☐ Cooperating Teacher
- ☐ Parent
- ☐ Principal
- ☐ Teacher trainee
- ☐ Other (Specify) _____

1. _____
Signature of Evaluator

2. _____
Signature of Evaluator

3. _____
Intern's Self-evaluation

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COMPETENCY-BASED EVALUATION GUIDE FOR TEACHERS

Part III: Professionalism

3.05 Teacher _____ School _____

A. Competency/Objective Statement:

Teacher intern consistently observes professional ethics relative to confidential information about self, school coworkers, pupils, parents, and others.

B. Indicators of Mastery (Situations, techniques, activities):

Teacher has demonstrated mastery of this competency as follows:

- Avoids gossip
- Resolves differences with individuals who are directly concerned
- Is able to differentiate between personal and professional matters, and deals with them accordingly
- Others(specify)

C. Additional Supporting Evidence/Data or Evaluator's Basis for Judgement:

Others (specify)

D. *Mastery level attained and demonstrated:

Low					High
1	2	3	4	5	
/	/	/	/	/	

Performance Rating Scale

E. Evaluator's Comments and Suggestions:

Evaluated by: (check)

- ☐ Team Leader
- ☐ LEA Coordinator
- ☐ College Supervisor
- ☐ Community Coordinator
- ☐ Cooperating Teacher
- ☐ Parent
- ☐ Principal
- ☐ Teacher trainee
- ☐ Other (Specify)

1. _____
Signature of Evaluator

2. _____
Signature of Evaluator

3. _____
Intern's Self-evaluation

Date(s) of Evaluation _____

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COMPETENCY-BASED EVALUATION GUIDE FOR TEACHERS

Part III: Professionalism

3.06 Teacher _____ School _____

A. Competency/Objective Statement:

Teacher intern has demonstrated that he is receptive to the evaluation and criticisms of supervisors and administrators, and that he takes positive actions to improve his teaching and related skills based on criticism and suggestions received.

B. Indicators of Mastery (Situations, techniques, activities):

Teacher has demonstrated mastery of this competency as follows:

- Takes notes of suggestions and follows up with improvement procedures and actions
- Keep records of criticisms offered and makes plans to overcome areas of deficiency
- Uses self-evaluation techniques for continuous self improvement
- Others (specify)

C. Additional Supporting Evidence/Data or Evaluator's Basis for Judgement:

Others (specify)

D. *Mastery level attained and demonstrated:

Low					High
1	2	3	4	5	
/	/	/	/	/	/

Performance Rating Scale

E. Evaluator's Comments and Suggestions:

Evaluated by: (check)

- ☐ Team Leader
- ☐ LEA Coordinator
- ☐ College Supervisor
- ☐ Community Coordinator
- ☐ Cooperating Teacher
- ☐ Parent
- ☐ Principal
- ☐ Teacher trainee
- ☐ Other (Specify)

1. _____
Signature of Evaluator
2. _____
Signature of Evaluator
3. _____
Intern's Self-evaluation

Date(s) of Evaluation _____

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COMPETENCY-BASED EVALUATION GUIDE FOR TEACHERS

Part IV: The Exceptional Child

4.01 Teacher _____ School _____

A. Competency/Objective Statement:

Use formal and informal assessment instruments and strategies to diagnose pupil strengths and weaknesses.

B. Indicators of Mastery (Situations, techniques, activities):

Teacher has demonstrated mastery of this competency as follows:

- Has knowledge of various assessment instrument suitable for use in various curricular areas.
- Has acquired, prepared and used various formal and informal diagnostic and assessment instruments while working with individuals and small groups of children.
- Has studied systematically the problem behaviors of pupils for modification and treatment

C. Additional Supporting Evidence/Data or Evaluator's Basis for Judgement:

- List of standard tests, inventories
- List of checklists,

Others (specify) _____

D. *Mastery level attained and demonstrated:

Low					High
1	2	3	4	5	
/	/	/	/	/	

Performance Rating Scale

E. Evaluator's Comments and Suggestions:

Evaluated by: (check)

- ☐ Team Leader
- ☐ LRA Coordinator
- ☐ College Supervisor
- ☐ Community Coordinator
- ☐ Cooperating Teacher
- ☐ Parent
- ☐ Principal
- ☐ Teacher trainee
- ☐ Other (Specify) _____

1. _____
Signature of Evaluator

2. _____
Signature of Evaluator

3. _____
Intern's Self-evaluation

Date(s) of Evaluation _____

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COMPETENCY-BASED EVALUATION GUIDE FOR TEACHERS

Part IV: The Exceptional Child

4.02 Teacher _____ School _____

A. Competency/Objective Statement:

Use direct observations to identify and interpret classroom learning and behavioral problems of specific pupils to determine individual abilities, disabilities, learning styles, self-concepts and interests.

B. Indicators of Mastery (Situations, techniques, activities):

Teacher has demonstrated mastery of this competency as follows:

-Areas of instruction: Reading _____; Math _____; Language arts _____; Social behavior _____; Others _____

-Setting: Individual pupil _____; Two pupils _____; Five pupils out of total class _____; Other _____

C. Additional Supporting Evidence/Data or Evaluator's Basis for Judgement:

- Records of observations
- Anecdotal records

Others (specify) _____

D. *Mastery level attained and demonstrated:

Low					High
1	2	3	4	5	
/	/	/	/	/	/

Performance Rating Scale

E. Evaluator's Comments and Suggestions:

Evaluated by: (check)

- ☐ Team Leader
- ☐ LEA Coordinator
- ☐ College Supervisor
- ☐ Community Coordinator
- ☐ Cooperating Teacher
- ☐ Parent
- ☐ Principal
- ☐ Teacher trainee
- ☐ Other (Specify) _____

1. _____
Signature of Evaluator

2. _____
Signature of Evaluator

3. _____
Intern's Self-evaluation

Date(s) of Evaluation _____

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COMPETENCY-BASED EVALUATION GUIDE FOR TEACHERS

Part IV: The Exceptional Child

4.03 Teacher _____ School _____

A. Competency/Objective Statement:

Prepare and conduct individual learning prescriptions and activities for specific pupils to meet certain specified needs based on diagnosis and assessment.

B. Indicators of Mastery (Situations, techniques, activities):

Teacher has demonstrated mastery of this competency as follows:

-Areas of Instruction: Reading ____; Math ____; Language arts ____;
Social behaviors ____; Other ____

-Setting(s): Individual pupil ____; Two pupils ____; Five pupils ____;
Ten pupils ____; other ____

C. Additional Supporting Evidence/Data or Evaluator's Basis for Judgement:

-Commercial materials, goals (enter lists on reverse side)
-Teacher-made materials (enter lists on reverse side)

Others (specify) _____

D. *Mastery level attained and demonstrated:

Low High
1 2 3 4 5

/ / / / /

Performance Rating Scale

E. Evaluator's Comments and Suggestions:

Date(s) of Evaluation _____

Evaluated by: (check)

____ Team Leader
____ LEA Coordinator
____ College Supervisor
____ Community Coordinator
____ Cooperating Teacher
____ Parent
____ Principal
____ Teacher trainee
____ Other (Specify) _____

1. _____
Signature of Evaluator

2. _____
Signature of Evaluator

3. _____
Intern's Self-evaluation

*Minimum level of mastery on each competency is Level three(3) on rating scale.

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COMPETENCY-BASED EVALUATION GUIDE FOR TEACHERS

Part IV: The Exceptional Child

4.04 Teacher _____ School _____

A. Competency/Objective Statement:

Employ strategies which give continuous feedback to children.

B. Indicators of Mastery (Situations, techniques, activities):

Teacher has demonstrated mastery of this competency as follows:

- Area of Instruction: Language arts ____; Reading ____; Math ____;
Social behaviors ____; (Enter specific strategies used on reverse side)
- Setting(s): Individual one to five pupils (list names on reverse side)
- Instruments and materials used (use reverse side): Plotting charts ____;
assessment instruments ____; others ____

C. Additional Supporting Evidence/Data or Evaluator's Basis for Judgement:

Others (specify)

D. *Mastery level attained and demonstrated:

Low					High
1	2	3	4	5	
/	/	/	/	/	

Performance Rating Scale

E. Evaluator's Comments and Suggestions:

Date(s) of Evaluation _____

Evaluated by: (check)

- ☐ Team Leader
- ☐ LEA Coordinator
- ☐ College Supervisor
- ☐ Community Coordinator
- ☐ Cooperating Teacher
- ☐ Parent
- ☐ Principal
- ☐ Teacher trainee
- ☐ Other (Specify) _____

1. _____
Signature of Evaluator

2. _____
Signature of Evaluator

3. _____
Intern's Self-evaluation

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***Evaluator should sign only when desired mastery level has been attained by intern.

COMPETENCY-BASED EVALUATION GUIDE FOR TEACHERS

Part IV: The Exceptional Child

4.05 Teacher _____ School _____

A. Competency/Objective Statement:

Use principles and strategies of behavior modification to help pupils achieve desired behavioral patterns.

B. Indicators of Mastery (Situations, techniques, activities):

Teacher has demonstrated mastery of this competency as follows:

-Area of Instruction: Language arts ____; Reading ____; Math ____;
Social behaviors ____; other ____

-Settings: Individual and/or small groups of pupils (list details on reverse side)

C. Additional Supporting Evidence/Data or Evaluator's Basis for Judgement:

-Techniques and instruments used: Ear shotting ____; Shaping ____;
Prompting ____; Charting ____; Punishing ____; Time-out ____;

Others (specify) _____

D. *Mastery level attained and demonstrated:

Low High
1 2 3 4 5

____/____/____/____/____

Performance Rating Scale

E. Evaluator's Comments and Suggestions:

Date(s) of Evaluation _____

Evaluated by: (check)

- ____ Team Leader
- ____ LEA Coordinator
- ____ College Supervisor
- ____ Community Coordinator
- ____ Cooperating Teacher
- ____ Parent
- ____ Principal
- ____ Teacher trainee
- ____ Other (Specify) _____

1. _____
Signature of Evaluator

2. _____
Signature of Evaluator

3. _____
Intern's Self-evaluation

*Minimum level of mastery on each competency is Level three(3) on rating scale.

**An aggregate of Level four(4) or better on all competencies in this guide is required.

***Evaluator should sign only when desired mastery level has been attained by intern.

COMPETENCY-BASED EVALUATION GUIDE FOR TEACHERS

Part IV: The Exceptional Child

4.06 Teacher _____ School _____

A. Competency/Objective Statement:

Apply management systems which permit maximum freedom for teachers and pupils in dealing with classroom routines, record keeping, and evaluation.

B. Indicators of Mastery (Situations, techniques, activities):

Teacher has demonstrated mastery of this competency as follows:

- Area of Instruction: Language Arts ____; Reading ____; Math ____; Social behaviors ____; others ____
- Settings: Individual pupils ____; Two to five pupils ____; Five to ten pupils ____; others ____ (list names on reverse)

C. Additional Supporting Evidence/Data or Evaluator's Basis for Judgement:

- Lists of Procedures
- Organizational charts, data
- Records and comparisons of starting points and progress made (enter details on reverse page)

Others (specify) _____

D. *Mastery level attained and demonstrated:

Low					High
1	2	3	4	5	
/	/	/	/	/	

Performance Rating Scale

E. Evaluator's Comments and Suggestions:

Evaluated by: (check)

- ☐ Team Leader
- ☐ LEA Coordinator
- ☐ College Supervisor
- ☐ Community Coordinator
- ☐ Cooperating Teacher
- ☐ Parent
- ☐ Principal
- ☐ Teacher trainee
- ☐ Other (Specify) _____

1. _____
Signature of Evaluator

2. _____
Signature of Evaluator

3. _____
Intern's Self-evaluation

Date(s) of Evaluation _____

*Minimum level of mastery on each competency is level three(3) on rating scale.

**An aggregate of level four(4) or better on all competencies in this guide is required.

***Evaluator should sign only when desired mastery level has been attained by intern.

COMPETENCY-BASED EVALUATION GUIDE FOR TEACHERS

Part IV: The Exceptional Child

4.07 Teacher _____ School _____

A. Competency/Objective Statement:

Arrange and utilize the educational environment, materials, and media as well as the physical settings to help pupils develop a success syndrome.

B. Indicators of Mastery (Situations, techniques, activities):

Teacher has demonstrated mastery of this competency as follows:

-Area of Instruction: Language arts ____; Reading ____; Math ____;
Social Behaviors ____; Others ____ (enter details on reverse page)
-Settings: Individual ____; Small class ____; Whole Class ____;
Others ____

C. Additional Supporting Evidence/Data or Evaluator's Basis for Judgement:

-Samples/descriptives of new environments, materials
-Seating arrangements
-Proper ventilation
-Bulletin Boards
-Learning stations
(details on reverse page)
Others (specify) _____

D. *Mastery level attained and demonstrated:

Low					High
1	2	3	4	5	
/	/	/	/	/	

Performance Rating Scale

E. Evaluator's Comments and Suggestions:

Evaluated by: (check)

☐ Team Leader
☐ LEA Coordinator
☐ College Supervisor
☐ Community Coordinator
☐ Cooperating Teacher
☐ Parent
☐ Principal
☐ Teacher trainee
☐ Other (Specify) _____

Date(s) of Evaluation _____

1. _____
Signature of Evaluator

2. _____
Signature of Evaluator

3. _____
Intern's Self-evaluation

*Minimum level of mastery on each competency is Level three(3) on rating scale.

**An aggregate of Level four(4) or better on all competencies in this guide is required.

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COMPETENCY-BASED EVALUATION GUIDE FOR TEACHERS

Part IV: The Exceptional Child

4.08 Teacher _____ School _____

A. Competency/Objective Statement:

Teacher intern exhibits an understanding of the relationship between teacher's affective behavior and achievement levels of pupils.

B. Indicators of Mastery (Situations, techniques, activities):

Teacher has demonstrated mastery of this competency as follows:

- Areas of Instruction: Reading __; Math __; Language __; Social Studies __; Other Areas __
- Situations: Individual pupils __; Small Group __; Instruction __; Tension and stress situations __; Informal free leisure activities __

C. Additional Supporting Evidence/Data or Evaluator's Basis for Judgement:

- Demonstrates positive and encouraging behaviors
- Recognizes and provides for individual differences
- Builds confidence with pupils

Others (specify) _____

D. *Mastery level attained and demonstrated:

Low					High
1	2	3	4	5	
/	/	/	/	/	

Performance Rating Scale

E. Evaluator's Comments and Suggestions:

Date(s) of Evaluation _____

Evaluated by: (check)

- ☐ Team Leader
- ☐ LEA Coordinator
- ☐ College Supervisor
- ☐ Community Coordinator
- ☐ Cooperating Teacher
- ☐ Parent
- ☐ Principal
- ☐ Teacher trainee
- ☐ Other (Specify) _____

1. _____
Signature of Evaluator

2. _____
Signature of Evaluator

3. _____
Intern's Self-evaluation

- *Minimum level of mastery on each competency is Level three(3) on rating scale.
- **An aggregate of Level four(4) or better on all competencies in this guide is required.
- ***Evaluator should sign only when desired mastery level has been attained by intern.

COMPETENCY-BASED EVALUATION GUIDE FOR TEACHERS

Part IV: The Exceptional Child

4.09 Teacher _____ School _____

A. Competency/Objective Statement:

Teacher intern interacts effectively with parents and other specialist professionals in focusing on the needs of given child for providing necessary guidance in learning and behavioral management by pupils.

B. Indicators of Mastery (Situations, techniques, activities):

Teacher has demonstrated mastery of this competency as follows:

1. Areas of Instruction: Language ____; Reading ____; Math ____; Other areas ____
2. Setting(s): Parent teacher conferences ____; In homes ____; In School ____; Consultation with other resources persons ____

C. Additional Supporting Evidence/Data or Evaluator's Basis for Judgement:

-Uses the following materials and/or instruments:

- .Results of children's Progress
- .Acumulative Records
- .Anecdotal records
- .Focused observation
- .Report cards
- Others (specify) _____

Evaluated by: (check)

- ____ Team Leader
- ____ LEA Coordinator
- ____ College Supervisor
- ____ Community Coordinator
- ____ Cooperating Teacher
- ____ Parent
- ____ Principal
- ____ Teacher trainee
- ____ Other (Specify) _____

D. *Mastery level attained and demonstrated:

Low					High
1	2	3	4	5	
/	/	/	/	/	

Performance Rating Scale

E. Evaluator's Comments and Suggestions:

1. _____
Signature of Evaluator
2. _____
Signature of Evaluator
3. _____
Intern's Self-evaluation

Date(s) of Evaluation _____

*Minimum level of mastery on each competency is Level three(3) on rating scale.

**An aggregate of Level four(4) or better on all competencies in this guide is required.

***Evaluator should sign only when desired mastery level has been attained by intern.

COMPETENCY-BASED EVALUATION GUIDE FOR TEACHERS

Part IV: The Exceptional Child

4.10 Teacher _____ School _____

A. Competency/Objective Statement:

Teacher intern employs strategies which involve parents and other community persons in broadening the definition of (the scope of) the school and the curriculum.

B. Indicators of Mastery (Situations, techniques, activities):

Teacher has demonstrated mastery of this competency as follows:

- Develops and conducts plans for parent and community involvement
- Participates in community activities after school
- Follow-up on pupil activities for learning into home and community settings (list details on back page)

C. Additional Supporting Evidence/Data or Evaluator's Basis for Judgement:

Others (specify)

D. *Mastery level attained and demonstrated:

Low					High
1	2	3	4	5	
/	/	/	/	/	

Performance Rating Scale

E. Evaluator's Comments and Suggestions:

Evaluated by: (check)

- ☐ Team Leader
- ☐ LEA Coordinator
- ☐ College Supervisor
- ☐ Community Coordinator
- ☐ Cooperating Teacher
- ☐ Parent
- ☐ Principal
- ☐ Teacher trainee
- ☐ Other (Specify) _____

1. _____
Signature of Evaluator

2. _____
Signature of Evaluator

3. _____
Intern's Self-evaluation

Date(s) of Evaluation _____

*Minimum level of mastery on each competency is Level three(3) on rating scale.

**An aggregate of Level four(4) or better on all competencies in this guide is required.

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COMPETENCY-BASED EVALUATION GUIDE FOR TEACHERS

Part IV: The Exceptional Child

4.11 Teacher _____ School _____

A. Competency/Objective Statement:

Teacher intern used a modified available classroom space to maximize the individual achievement of pupils by providing for learning centers, interest stations, free space, privacy corners, and other study areas.

B. Indicators of Mastery (Situations, techniques, activities):

Teacher has demonstrated mastery of this competency as follows:

- Areas of Instruction: Language ____; Reading ____; Math ____; Social Studies ____; Other areas ____
- Displays and utilizes modified space plan to guide students' individual learning

C. Additional Supporting Evidence/Data or Evaluator's Basis for Judgement:

- Plans of modified space attached
- Lists of materials and equipment for each center
- Lists of suggested individual activities for each center

Others (specify) _____

Evaluated by: (check)

- ____ Team Leader
- ____ LEA Coordinator
- ____ College Supervisor
- ____ Community Coordinator
- ____ Cooperating Teacher
- ____ Parent
- ____ Principal
- ____ Teacher trainee
- ____ Other (Specify) _____

D. *Mastery level attained and demonstrated:

Low				High	
1	2	3	4	5	
/	/	/	/	/	

Performance Rating Scale

E. Evaluator's Comments and Suggestions:

Date(s) of Evaluation _____

1. _____
Signature of Evaluator

2. _____
Signature of Evaluator

3. _____
Intern's Self-evaluation

*Minimum level of mastery on each competency is Level three(3) on rating scale.

**An aggregate of Level four(4) or better on all competencies in this guide is required.

***Evaluator should sign only when desired mastery level has been attained by intern.

Norfolk State College

Materials and Strategies Development Workshop
Modifying Misbehavior In The Classroom--An Illustrative,
Sample Strategy Plan

Developed by

Nina Collins and E. D. Sharpe
Teachers, Yvonne Park Elementary School
Norfolk, Virginia

Under the Guidance of

Dr. M. Sharif Hafiz, Professor
Dr. Elaine P. Witty, Professor
Norfolk State College, Norfolk, Virginia

Summer 1976

THEME: MANAGING MISBEHAVIOR IN THE CLASSROOM

1. Goal Setting:

To prevent disruptive responses and misbehaviors among and by a large number of pupils in the class.

2. Objective setting and sequencing:

Develop understanding among class members as to what constitutes disruptive behaviors:

1. Not listening to instruction
2. Speaking out of turn
3. Failure to remain in specified centers until given the signal to move
4. Misuse of materials in centers
5. Working with disruptive voices
6. Involvement in fighting, cursing, throwing objects, or arguments
7. Annoying others while they are working
8. Others (add to this list)

3. Preparation of assessment devices for baseline behaviors:

Selecting misbehavior patterns that occur most frequently in class:

1. Group participation - (children will discuss with teacher patterns of misbehavior)
2. Focused observation to determine frequency of occurrence

4. Conducting initial assessments:

-Let each child compare his own performance against the standards specified in the objective.

-Set target behavior goals for behavior management by each child and by class as a whole group.

6. Developing a plan:

Each child is given an assessment sheet with all the required standards of specified behavior. The standards are discussed and read.

7. Implementing the plan:

Pupils are made aware of the rewards they will receive from among the following when they exhibit positive behavior patterns by eliminating or reducing disruptive behaviors as individuals:

1. Being group leader
2. Running errands

3. Being excused from test(s)
4. Being in a skit
5. Playing a teacher
6. Being team teacher
7. Erasing chalkboard
8. Emptying the basket
9. Wiping lunch tables
10. Helping in class
11. Line leader
12. Sweeping
13. Library helper
14. Helping resource teachers.
(Children who are problems are to be denied these privileges and attention-getting roles)
(Children receive praise for above roles well performed)

8. Collecting progress information:

Teacher will keep a record of the number of children who follow the patterns of behavior, pro or con as a total class. Each individual pupil will report to teacher daily frequency of misbehaviors he engaged in or observed others doing so. Children will be told daily of the number pupils who have exhibited good behavior patterns.

9. Charting progress:

Each child is encouraged to chart his own progress. The teacher will evaluate each pupil's chart with pupil periodically.

10. Changing the plan:

For pupils with continued problems the following changes are suggested.

1. Buddy system
2. Parental involvement
3. Counselor helper
4. For a period of 3 consecutive days of good behavior, the pupil may choose one duty from the above list.

11. Final Evaluation:

After a specified period, a few weeks or a month for instance, teacher will review with each pupil and with total class as a group the progress achieved in:

- A. reducing the frequency of occurrence for misbehaviors specified in the objective
- B. the increasing number of pupils who may have earned and performed the reward roles when they do not exhibit any disruptive behavior for a period of three consecutive days.
- C. Setting Additional Behavior Management Goals:
The teacher and pupils may develop a list of behaviors which will be focused upon for a systematic modification for individual pupils and for the class as a whole group.

Name _____

Symbols: red line=total behavior
black line=Behavior Category

CHARTING BEHAVIORS FOR MODIFICATION AND IMPROVEMENT

Target Behavior Category	FREQUENCY OF MISBEHAVIORS OCCURRING EACH DAY																							
Not Listening To Teacher	5																							
	4																							
	3																							
	2																							
	1																							35
Failure to remain in specified centers	5																							
	4																							
	3																							
	2																							
	1																							30
Misuse of Materials in Centers	5																							
	4																							
	3																							
	2																							
	1																							25
Creating Disruptive Noises	5																							
	4																							
	3																							
	2																							
	1																							20
Involvement in Fights, Cursing Throwing Objects	5																							
	4																							
	3																							
	2																							
	1																							15
Disturbing Others While They Are Working	5																							
	4																							
	3																							
	2																							
	1																							10
Leaving Classroom Without Permission	5																							
	4																							
	3																							
	2																							
	1																							
Number Days	1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	5		

Total of Behaviors Exhibited by Class as Whole Group

50

-47-

**Exceptional Child Component Teaching and Related
Competencies***

Dr. Elaine P. Witty

Upon completion of the Exceptional Child Component of the Teacher Corps Project, prospective elementary education teachers will be able to demonstrate the knowledge, skills and attitudes listed below:

1. Use formal and informal assessment strategies to diagnose pupil strengths and weaknesses.
2. Use appropriate data gathering skills-observing and recording and data analysis skills needed to identify potential causes and consequences of pupil behavior.
3. Use direct observation skills to identify and interpret classroom behavior problems, and to help determine individual children's abilities, disabilities, learning styles, self concepts and interests.
4. Prepare individual prescriptions and learning activities for a given child in order to meet a specified need or to develop an identified skill.
5. Employ strategies which give continuous feedback to children.
6. Use the principles and strategies of behavior modification to help children achieve the desired behavior patterns.
7. Apply management systems which permit maximum freedom for the teachers and children in dealing with classroom routines, record keeping, and evaluation.
8. Manipulate the educational environment-materials and media - as well as the physical setting so that children develop a success syndrome.
9. Modify available space to develop learning centers, interest stations, free space, privacy corners, and other study areas.
10. Exhibit understanding of the relationship between teachers' affective behavior and achievement levels of pupils.
11. Interact effectively with parents and other professionals in focusing on the needs of a given child. (Psychologists, social workers, resource personnel, school-community workers helping teachers, guidance counselors, librarians, and other teachers on the team.)
12. Employ strategies which involve parents and the community in broadening the definition of school and the curriculum.